

# Whitmore Park Annexe

## Inspection report

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<b>Unique Reference Number</b>	103636
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355415
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Susan Lewis

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	8
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Anne Walker
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Rylston Avenue Whitmore Park, Coventry CV6 2HD
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## Introduction

This inspection was carried out two additional inspectors. The inspectors visited eight lessons and observed seven teachers. They held meetings with parents and carers, local authority representatives, a member of the management committee, other providers the unit works closely with, staff and students. They observed the school's work with students and with babies. Inspectors looked at a wide range of documentation including the unit's improvement plans, key policies and the data and records it keeps on students. They analysed 11 parental questionnaires and 13 from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of the unit's work on students' attendance and attainment?
- Are teaching and learning good enough to raise outcomes quickly and securely?
- Does the accommodation restrict learning opportunities for babies and/or for students?
- How well does the curriculum meet the particular needs of the students and their babies so that they make smooth transitions to the next stages of their education and lives?

## Information about the school

Whitmore Park Pupil Referral Unit is part of the Hospital Education Service in Coventry. It is housed in accommodation on the site of a mainstream school but is fenced and has its own entrance. It shares a leadership team, teaching staff and a management committee with another pupil referral unit and a home tuition service. It provides for pregnant students or young mothers aged from 11 to 16 years. It can take up to 12 students. Seven Year 10 and 11 students were on roll at the time of the inspection and four babies. Students are either registered on the roll of the unit or have dual registration with their home school. Many have had a disrupted education, often being poor or non-attenders previously. Some have been excluded from previous schools. The number with special educational needs and/or disabilities and who are known to be eligible for free school meals is also high, although none has a statement of special educational needs. All are of White British heritage. Students attend the unit before giving birth and then, after taking maternity leave, some return to complete their studies, enrolling their baby in the nursery. The provision was due to be relocated in 2012 onto a mainstream site as part of a Building Schools for the Future initiative but this will now not go ahead. The intention is still to co-locate but within a longer timespan.

The leaders of the unit also manage the nursery, which caters for the babies of students usually from birth to three years. This is registered as full day care provision and can take up to nine babies. The nursery is housed in the same building as the unit.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good and improving pupil referral unit. It provides a good quality of education and outstanding care, guidance and support for its students. Leaders at all levels are determined to achieve their aim of 'continuity of education' for students so that they have the best possible chance to fulfil their aspirations and dreams when they leave. The unit does this well and has made improvements since the last inspection which mean that students' attainment has risen significantly year on year. It is now average despite low and sometimes very low starting points on entry.

The unit makes an exceptional contribution to the lives of those students whose circumstances make them most vulnerable. This is because of the excellent partnership working with the families themselves and with other agencies. It goes the 'extra mile' in finding ways forward, whilst keeping the safety of students and babies paramount. Excellent trusting relationships between students, staff and families mean students take real account of advice given about their work and about their babies' and their own well-being. Parents say their children have been 'transformed' in a very short time and how proud they are of their achievements. One said, 'She has a real future now. I can't believe what she has achieved.' Students make great strides in their attitudes to school and their attendance improves so that it is average. Indeed, the large majority attend well, although a very few who had not attended school previously still struggle to attend as regularly as they should. As attendance improves, then the students make real gains in all aspects of their learning. Students' spiritual, moral, social and cultural development is outstanding.

Outcomes for both students and babies are good. Students and babies, whatever their background or need, make at least good progress from their starting points because of the high quality support they receive from unit staff and other agencies. The unit provides a highly relevant curriculum and enrichment activities that continue to improve. Personal, social and health education is a particular strength. It enables students to have an excellent understanding of how to keep themselves and their babies safe. Teaching is uniformly good and work is closely tailored to students' needs. Behaviour is excellent. Tracking and monitoring of students' performance have improved considerably since the last inspection and self-evaluation is good. The school now holds good data on students' performance, progress and attendance and has used this effectively to raise attainment by tailoring support even more closely and extending the range of courses on offer. Teachers generally use this information well to support students' learning, most planning next steps meticulously.

The onsite nursery provides effectively for the babies it cares for. It not only promotes the learning and development of the babies well in all areas of learning, but is also exceptionally effective in supporting their mother's understanding of how to provide for their children and keep them safe.

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The strong leadership, the clear and shared vision, the improved attainment and curriculum and the recent strengthening of the management committee mean that there is good capacity to improve further and value for money is good. This is a highly inclusive provision which provides well for every student and baby within its care. It has made a number of adaptations to its curriculum, environment and teaching to enable this. It promotes a harmonious community and fosters tolerance and understanding of diversity well. However, the unit does not have a disability access plan in line with the Disability Discrimination Act 1995, amended by the Special Educational Needs and Disability Act 2001. There are also shortcomings in the accommodation around toilet facilities in the unit and nursery and the lack of appropriate facilities for students who are ill. The external decoration is poor. Staff have made the interior a welcoming, warm environment and adapted their teaching styles to accommodate the fact that all students are taught in the same room all of the time. Similarly, the nursery is housed in a single room where sleeping routines are being established alongside a range of play opportunities. In both cases, the lack of additional rooms and study areas restrict the learning opportunities that can be available at any one time and the teaching and learning styles that can be used.

## What does the school need to do to improve further?

- Improve the accommodation so that:
  - all toileting, washroom and medical facilities meet building regulations
  - the learning environments for both babies and students are sufficient for teaching and learning to be even more tailored to students' learning styles and babies' needs
  - the external decoration and repair is of a good standard.
- Improve governance further so that:
  - those responsible for the governance of the unit and nursery ensure all statutory responsibilities are met
  - a disability access plan is put in place and reviewed regularly for its effectiveness in line with requirements.

## Outcomes for individuals and groups of pupils

**2**

Students say that the unit has transformed their enjoyment of learning because teachers help them to believe in themselves and they know that they are doing well. One said, 'I never thought that I would be doing GCSEs let alone be expected to get Cs and above.' Excellent relationships and much individual tuition mean that students are very clear about what they need to do to improve. They take advice well, really applying themselves in lessons. The fact that the range of courses includes vocational and academic courses really builds on their interest and needs and supports their confidence and achievement.

The unit is highly focused on enabling students to have choices about their future education and life once they have had their babies. Careful attention to which courses students take paves the way for them to rejoin their home school or to return to the unit to gain the maximum number of qualifications at the highest level possible. Basic skills are promoted well so that students, regardless of their individual learning needs and starting points, progress well in English and mathematics and information and communication

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technology. They apply their computing, literacy and numeracy skills well in other subjects, developing them even further. Almost all are expected to gain a grade C or equivalent in English and mathematics and/or their functional skills courses. In art and design and design and technology, students achieve well and sometimes exceptionally so through different projects including photography and textiles, because the learning is made so relevant to them.

The ways in which the unit enables students to take responsibility for their learning and behaviour, and their excellent response to this, mean that the students' contribution to the life of the unit is particularly strong, as are all aspects of their personal development. They become mature, caring people who want to do the best for their babies and each other. From the moment they arrive in the unit, students use their time very purposefully. They are hugely supportive towards each other and always courteous and respectful towards staff. They have a good understanding of how to keep healthy and are determined to make healthy choices for their babies. Careful selection of work-related experiences and enterprise activities both support their growing contribution to the local community and their preparation for working life well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The strength of teaching and learning is in the excellent relationships between staff and students and the detailed ways in which teachers plan for each individual. There is a real

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dialogue between individual students and their teacher that helps them understand what they need to do to improve or what a topic is about. Teachers move smoothly between small groups and individuals, giving just enough help for a task to be completed or to extend understanding. In an outstanding mathematics lesson, the teacher used sensitive, probing questions, humour and his excellent subject knowledge to enable all students to move further in the work they were doing by working it out finally for themselves. Occasionally, teachers are too quick to explain rather than to draw the answer out from the student.

The good curriculum has been strengthened considerably since the last inspection by the addition of more vocational courses, work-related opportunities and enrichment activities. These are all used well, both to support students' personal development and basic skills and to secure more choices for them when they leave the unit. The physical education curriculum is restricted, however, because of limited on-site opportunities and the need to take account of the students' medical needs. Close links with home schools enable each student to follow the same or very similar modules to those being studied there and support the continuity of their education. Families, students and other agencies linked to this unit and the nursery speak of the exceptional care and guidance provided and play their part too in this. Highly effective partnerships with social care and health colleagues bring them regularly into the provision, sometimes teaching elements such as healthy lifestyles or paediatric first aid.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Staff, families, students and the local authority are proud of what this provision has achieved and are determined that it will achieve more. The strong and effective senior leadership team is hugely aspirational for the students and their babies and transmits those aspirations very effectively to staff, students and families. The attainment and progress of students have improved considerably over the last two years because data is more rigorously analysed and gathered and interventions have been well targeted. The local authority fulfils its role satisfactorily and has initiated further reorganisation of the management committee to ensure that its strategic role in challenging the unit to do even better is clearer. Experienced educationalists have been recruited as well as existing members with a wide range of skills. Recent training means that they are now asking more questions about attainment and attendance and how these might be improved further. All the required elements are in place for safeguarding the well-being of students and babies, including daily careful identification of hazards by nursery staff, and procedures are meticulously followed.

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All students and babies are fully included and have access to the experiences and resources they need. The way the unit tackles discrimination and provides equal opportunities has many strengths but the lack of a disability access plan makes this good rather than outstanding. The unit promotes community cohesion well. An ethos of tolerance and acceptance of one another's values and beliefs permeates all relationships in the unit and its work within the local community and students' home communities. The work concerning communities and beliefs nationally and internationally is strongly supported through humanities and personal, social and health education and has been strengthened recently through international contacts.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Outcomes in the nursery are good. The very young babies have varied skills on entry which are broadly in line with national expectations for their age and are being well supported towards next steps. In communication and language and in personal, social and emotional development, progress is exceptional; it is good in all other areas of learning. Staff are quick to seize on the most subtle communication of babies and extend it, noticing where babies' attention is and commenting constantly on this. This means babies are highly sociable and communicative. Toys are carefully arranged to evoke babies' curiosity and engagement. For example, one rolls determinedly towards a shiny toy just placed out of his reach; another watches carefully as a baby plays with a nursery nurse and is immediately rewarded with a comment, 'Are you watching us? Do you want to play?' Babies make simple choices as to what they will play with and where they will move to.

Babies' safety and welfare are paramount and they have excellent trusting relationships with staff. This enables them to 'have a go' at new experiences. Teaching and learning are good. Staff have an excellent understanding of babies' current level of development and

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needs and provide for them well. They monitor babies' development carefully, but could use even more varied ways of sharing this with families and encouraging them to contribute. The ethos of care and concern, not simply for the babies but also for their parents, carers and grandparents, is tangible. Excellent support is given to parents and carers to help them establish routines and by modelling good practice. Student mothers say they 'can't praise staff enough' for this and that they never feel alone. All welfare requirements are met. There are some limitations, as indicated earlier, including no small toilet for older children, limitations on the sleeping arrangements and a disabled toilet that opens into the area in which babies are fed. The small outdoor area offers limited outdoor learning opportunities. However, staff make the best of it all and the environment is warm and stimulating as a result. The leadership and management of this provision are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are overwhelmingly positive about the work of the nursery and the pupil referral unit. A very high percentage of questionnaires were returned and no negative comments were made about the school's work. Parents and carers praised the ways in which the unit meets their children's particular learning needs and with how well they are doing in their GCSE courses. Although occasionally they say their children do not enjoy school, they recognise the great strides in learning their children have made and how much more willing they are to attend now. Inspectors found that students do make good progress and that the unit's personalised approach to learning really motivates students. The unit helps them to keep themselves safe and to make healthy choices for themselves and their babies and it works hard to keep families involved in their children's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitmore Park Annexe to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 11 completed questionnaires by the end of the on-site inspection. In total, there are 8 students and 4 babies registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	45	4	36	2	18	0	0
The school keeps my child safe	6	55	5	45	0	0	0	0
My school informs me about my child's progress	6	55	5	45	0	0	0	0
My child is making enough progress at this school	7	64	4	36	0	0	0	0
The teaching is good at this school	5	45	6	55	0	0	0	0
The school helps me to support my child's learning	6	55	4	36	1	9	0	0
The school helps my child to have a healthy lifestyle	5	45	6	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	55	5	45	0	0	0	0
The school meets my child's particular needs	7	64	4	36	0	0	0	0
The school deals effectively with unacceptable behaviour	5	45	6	55	0	0	0	0
The school takes account of my suggestions and concerns	4	36	6	64	0	0	0	0
The school is led and managed effectively	5	45	6	55	0	0	0	0
Overall, I am happy with my child's experience at this school	6	55	5	45	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2011

Dear Students

**Inspection of Whitmore Park Annexe, Coventry, CV6 2HD**

Thank you so much for making us feel welcome during our recent visit. We enjoyed talking with you, seeing you work so well and hearing about your achievements. It was good to hear from you how much you appreciated the help and support you are getting both for yourselves and your babies.

Whitmore Park offers a good education for you and for your babies. It has done some things recently like increasing the range of courses you do and improving the way it checks on yours and your babies' progress that mean it is getting even better. Everyone who works with you is determined that you should achieve what you are capable of and have all the opportunities that you should. The unit provides excellent care, support and guidance for you so that you really know how to keep yourself and your babies safe. Staff work very hard to find just the right courses so that you can achieve well, know what you need to learn next and also return to your previous school if you wish to. They give you lots of good individual support and the teaching and your learning are good because of this. Some of you did not attend very well at your last schools but, because the unit makes things so interesting and gives you such good personal support, this improves well, although one or two of you could still attend better. Your behaviour is excellent and particularly the way in which you support and care for each other.

I have asked the leaders of the unit to do two things:

- to improve the building so that it is in better repair and there are more areas available for you to learn in and better toilet and medical facilities
- to improve how the local authority and management committee check that all the necessary policies, plans and provision are in place and how successful they are.

You can help too by making sure that you attend every day and continue to work as hard as you are doing. I wish you all success in whatever you choose to do.

Yours sincerely

Susan Lewis

Lead Inspector

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